BTS Informatique de gestion
2e année

Any Bordes

Anglais

Cours

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Avant propos

Objectifs de la formation

Ce cours correspond à votre deuxième année de préparation et à l'année de l'examen.

Il fait suite au cours de première année qui était une mise à niveau comportant des activités nombreuses, riches et variées mais pas nécessairement *ciblées examen*.

Dans ce cours nous vous proposons **un entraînement systématique** aux épreuves de l'examen.

Composition de la formation :

Avant de démarrer votre formation, nous vous conseillons de faire l'inventaire du matériel pédagogique que vous venez de recevoir afin de vérifier que vous avez bien à votre disposition

3 fascicules :

- 1 fascicule de cours ;
- 1 fascicule d'autocorrection ;
- 1 fascicule de devoirs.

1 CD :

- 1 CD de cours contenant des enregistrements et les activités correspondant au fascicule cours.

Le fascicule Cours

Il est composé de cinq unités.

Chaque unité comporte l'étude d'un thème informatique différent :

- Best buys and components
- Maintenance guides and secrets
- CD-Roms and software packages
- PCs and telecommunications
- All the networks in the world…

Une unité se découpe en 5 «sections». Vous y trouverez l'étude de 3 documents différents et au moins une préparation à l'oral.

Le fascicule Autocorrection

Dans le fascicule *autocorrection*, vous trouverez les réponses des différentes activités proposées dans le fascicule *cours*, y compris les transcriptions de certaines activités orales. Vous pourrez ainsi vous reporter à ce fascicule *autocorrection* pour vérifier vos propres réponses. Vous trouverez également des conseils et des remarques pour vous aider.

Le fascicule Devoirs

Cette formation comporte 4 devoirs **à envoyer à la correction**.

- Il s'agit de devoirs écrits ou oraux. Les différentes activités proposées correspondent à celles prévues au programme de votre B.T.S. Pour le détail sur le type de devoirs à faire, reportez-vous à votre fascicule *devoirs*.

Les épreuves

L'épreuve écrite (coefficient 2 – durée 2 heures)

Une partie à rédiger en français

Elle permet d'évaluer la compréhension de la langue anglaise. Elle compte pour environ 3/5 des points.

Elle prend la forme d'un résumé, d'un compte rendu ou d'une traduction de tout ou partie du **ou** des documents proposés.

Il peut aussi y avoir des questionnaires à choix multiple.

Les documents proposés sont en langue anglaise et en relation avec le domaine professionnel.

Une partie à rédiger en anglais

Elle permet d'évaluer l'expression écrite en langue anglaise. Elle compte pour environ 2/5 des points.

Elle peut comporter la rédaction en anglais de messages de type professionnel **et/ou** de réponses à apporter à des questions sur le **ou** les documents proposés.

L'épreuve orale en langue anglaise (coefficient 1)

L'examinateur vous propose un document inconnu de vous, récent et court, de type professionnel, par exemple : des articles techniques récemment parus dans la presse, des plaquettes de présentation d'un produit, des publicités, des notices techniques, etc. Il peut être accompagné ou non d'un document iconographique qu'il conviendra de commenter également.

Vous avez 20 minutes de préparation. Pendant ce laps de temps, et **sans l'aide d'un dictionnaire,** vous rédigerez un plan de **compte rendu** (**oral**) **en anglais** et vous vous préparerez à un court dialogue avec l'examinateur, presque toujours issu du sujet du document présenté ou bien à une discussion sur **votre expérience professionnelle.**

Comment organiser votre travail

Tout d'abord, nous vous recommandons de faire toutes les activités proposées dans cette formation, dans l'ordre indiqué.

Il vous faut adopter un rythme de travail régulier et, si possible, quotidien. En effet, vous progresserez plus rapidement en adoptant ce rythme de travail qu'en avançant trop vite et par à-coups.

Les différentes parties répertoriées dans **les cinq unités de la formation** ne demandent pas toutes la même quantité de travail. Certains documents support sont plus longs et denses que d'autres, et exigent par conséquent une étude plus poussée.

La compréhension de l'oral ainsi que l'expression orale requièrent un lexique riche et varié, adapté au B.T.S. Informatique de gestion. Vous parviendrez à maîtriser ce vocabulaire grâce à des activités créées dans ce but.

Pour finir, il faut penser à consacrer une partie de son temps d'étude à la lecture des exercices soumis à **l'autocorrection.** Faites de même pour les **devoirs** qui vous seront retournés par les professeurs-correcteurs du CNED, dûment annotés. Ces derniers ont pour but de vous faire progresser en vous proposant une correction individualisée précise destinée à mettre en lumière les erreurs que vous commettrez à l'écrit comme à l'oral.

Vous ne devez pas vous décourager si vos productions écrites et/ou orales contiennent des maladresses. Essayez en revanche et surtout d'éviter les « récidives » pénalisantes.

Ainsi, avant de réaliser vos devoirs vous devrez vous assurer que le vocabulaire et les structures que vous venez d'acquérir ont bien été assimilées.

C'est armé d'un maximum de rigueur et de respect constant des consignes données tout au long des unités, de cet (Avant-propos *cours* et *devoirs*, unités du cours et conseils promulgués par votre professeur-correcteur) que vos progrès seront constants et rapides.

Les conseils pour les activités :

La première fois que vous vous trouverez devant une activité nouvelle, vous trouverez des conseils pour vous aider à bien la réussir. Dans le fascicule *Devoirs*, vous trouverez à nouveau des conseils pour les activités de type examen : comment faire un compte-rendu, une traduction, un résumé, etc.

Pour la partie grammaire, regardez les explications grammaticales dans les parties '**Grammar**' et '**Useful Grammar**', et refaites les exercices nécessaires. Si besoin est, utilisez une des grammaires conseillées ci-après pour trouver des explications plus complètes en français ainsi que des exercices d'entraînement.

Après avoir travaillé sur les textes, regardez à nouveau les textes pour une meilleure compréhension du vocabulaire. On arrive parfois à comprendre certains mots dans leur contexte.

Si vous conservez des doutes sur la compréhension de ce vocabulaire, consultez votre fascicule *autocorrection* ou vérifiez avec un dictionnaire de qualité (voir nos suggestions ci-après).

Avant de passer à l'unité suivante, il est conseillé **de relire les textes** pour **bien s'imprégner du vocabulaire rencontré.**

Les trois conseils les plus importants :

1. **Étalez** votre travail sur **plusieurs séances** et n'essayez surtout pas de faire une unité en une seule fois.
2. Il faut **voir et entendre plusieurs fois du vocabulaire** pour bien le retenir**.** N'hésitez pas **à relire, à réécouter, à vérifier** le sens des mots**, à essayer de les employer à l'écrit comme à l'oral.**
3. **Entraînez-vous** régulièrement **à l'oral** en vous enregistrant.

Des ouvrages indispensables et / ou conseillés

Il est évidemment difficile d'étudier seul, à distance, sans professeur à vos côtés, notamment en cas de doutes ou de problèmes liés à votre formation.

Pour vous permettre de renforcer votre apprentissage, vous trouverez ci-après les références de quelques ouvrages qui pourront vous être utiles.

Dictionnaires

L'usage d'un dictionnaire **bilingue** est autorisé aux épreuves **écrites**.

Il vous faudra par conséquent vous procurer un dictionnaire de qualité. Nous vous suggérons par exemple :

- Le Robert & Collins 'Senior' ou 'Super Senior' (2 tomes)
- Hachette & Oxford – Le grand dictionnaire

Il existe aussi des dictionnaires **monolingues** qui ont l'avantage de ne pas vous renvoyer à votre langue maternelle (ce qui reste la façon la plus naturelle d'apprendre du vocabulaire nouveau !), ce que fait un dictionnaire bilingue. Éviter au maximum le recours à sa langue maternelle reste la meilleure façon d'apprendre et comprendre l'anglais :

- Le Collins Cobuild
- Longman Essential Activator
- Oxford Advanced Learners

Grammaires

Comme nous vous l'avons déjà indiqué, cette formation avec le CNED prévoit une **révision** des points grammaticaux les plus importants. Si vous ne disposez pas d'une grammaire anglaise, pensez à vous en procurer une. Cet achat sera bénéfique pour votre apprentissage.

Parmi les grammaires les plus courantes, nous vous conseillons :

- Pratique de l'Anglais de A à Z
  Hatier
  Cette grammaire est tout à fait suffisante ; elle est simple, claire et peu onéreuse.
- English Grammar in Use – Raymond Murphy
  Cambridge University Press
  Une grammaire agrémentée de centaines d'exercices avec leurs corrections. Simple et claire, cette grammaire est en anglais.
- How English Works – Michal Swan and Catherine Walter
  Oxford University Press
  Un des meilleurs livres sur le sujet, mais attention*, il est tout* en anglais.

La presse

Les sujets de votre examen de BTS s'appuient sur des articles ou extraits tirés de la presse anglo-saxonne. Aussi la lecture régulière de revues, journaux, etc. en langue anglaise vous permettra d'acquérir peu à peu davantage de vocabulaire, vous donnant ainsi une plus grande aisance en compréhension comme en expression. La plupart des grands quotidiens et magazines spécialisés sont dorénavant disponibles en ligne.

Revues informatique en kiosque et en ligne

- PC World — www.pcworld.com
- PC Magazine — www.pcmag.com
- Computer Active — www.computeractive.co.uk

Revues informatique en ligne

- Web Active — www.webactive.com
- Information Age — www.infoconomy.com
- Computer Weekly — www.computerweekly.com
- ZD Net — www.zdnet.com
- Entrepreneur — www.entrepreneur.com
- Security Focus — www.securityfocus.com
- Network World — www.networkworld.com
- World Wide Web — www.w3.org
- How Stuff Works — www.howstuffworks.com
- Computer Security — www.sans.org
- Computer Security — www.cert.org

- Webopedia www.webopedia.internet.com
- Open Source www.opensource.org

Presse anglophone en ligne

Royaume Uni

- The Economist www.economist.com
- The Guardian www.guardian.co.uk
- The Times www.timeslonline.co.uk
- The Observer www.observer.co.uk
- The Independent www.independent.co.uk
- The Telegraph www.telegraph.co.uk

Etats-Unis

- NY Post www.nypost.com
- New York Press www.nypress.com
- NT Times www.nytimes.com
- Washington Post www.washingtonpost.com
- Newsweek www.newsweek.com
- LA Times www.latimes.com

Pour vous entraîner à la compréhension de l'oral, n'hésitez pas à tirer parti des nombreuses ressources que vous offre la Toile (Web).

Radio et télévision en ligne

- The BBC www.bbc.co.uk
- CNN www.cnn.com
- ABC News http://abcnews.go.com/

Et n'oubliez surtout pas

- The Podcast Directory www.podcast.net

Un site qui liste tous les sites d'information, presse etc. et qui vaut le détour :

- http://www.thebigproject.co.uk/index.htm

Dictionnaires et encyclopédie en ligne

Vous trouverez ci-dessous les adresses de nombreux dictionnaires en ligne (conjugaison, grammaire, synonymes, citations et proverbes anglais…).

- Wikipedia http://en.wikipedia.org/wiki/Main_Page
- Cambridge http://dictionary.cambridge.org/
- Myriam Webster www.m-w.com

Equipement audio

Il vous faudra un lecteur CD ou un ordinateur équipé d'une carte son pour lire vos CD de cours.

Pour l'envoi et la correction de vos **devoirs oraux,** vous avez deux options :

1. **Internet** : pour cela, il vous faut un ordinateur équipé d'une carte-son et d'un casque. Sur le *campus-electronique*© sont indiqués les logiciels gratuits permettant l'enregistrement de vos devoirs oraux (consignes pour les devoirs oraux) ainsi que le mode d'emploi de la correction par Internet.
2. Enregistrement sur **cassette :** seules les cassettes de taille **standard** sont autorisées. Il faut dans ce cas se procurer **un magnétophone** avec microphone.

Les pictogrammes

	Compréhension de l'écrit
	Expression écrite
	Expression orale
	Compréhension de l'oral
	Lexique
	Attention
	Aide

Unit 1
Best Buys and Components

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*This first unit will help you revise the basic **vocabulary** concerning **hardware**. You will find this vocabulary revision in all the sections.*

*You will also be introduced to an essential **grammar** item: **the comparative** of adjectives. In sections 2 and 3, you will have to do exercises that will be more and more difficult.*

*As far as the **methods** you are going to learn in order to succeed at the **exam** are concerned we will start with:*

- *– **the translation of nominal groups,** in section 3;*
- *– **how to deal with an ad,** in section 4;*
- *– the study of **figures,** in section 5.*

*All through the course, you will notice that **many sections** end with a **translation** exercise. This is done on purpose, to help you make sure that you have the **important words** of the section **in mind**. It will also be good training for the exam.*

Section 1
Vocabulary revision

Before studying computers, let's start with the basics:

In the following grid, you can find a vocabulary survey of the various types of computers with a short definition and the French translation.

1. The various types of computers: from big to small

a mainframe: F : un gros système	A big and powerful computer used in a factory or in a firm
a desktop: F : un ordinateur de bureau	Usually an office computer, (from desk: le bureau)
a PC: F : un PC / un ordinateur / un ordinateur personnel	The most famous of all: a personal computer
a notebook: a laptop: F : un portable	A portable computer: today it may be just as powerful as a PC
a notepad: F : un ordinateur de poche	A computer to travel or work on sites (sur les chantiers). It is used with a lightpen and recognises your handwriting.

2. The usual components

In order to be able to talk about computers, you need to memorise the name of each part of it. For this, you should study and remember what follows.

2.1 The heart of a computer is composed of the following elements:

– a processor (un processeur)
– a motherboard (une carte mère)
– a CD ROM drive (un lecteur de CD Rom)
– a floppy disk drive (un lecteur de disquettes)
– a hard disk (un disque dur)
– some memory RAM/ROM
– a sound card
– a video card

2.2 To enable you to communicate with your PC, you need peripherals in order to input and output data:

• Input devices:
  – a keyboard: *to key in* or *input* any information (un clavier)
  – a mouse: the newest ones are portable (une souris)
  – a graphics tablet + a light pen: (une tablette graphique et un crayon optique)
  – a scanner: it can be flatbed (à plat) or sheetfed (feuille à feuille) or hand-held (à main)
  – a modem
  – a CD ROM drive / a D.V.D. drive
  – a floppy disk drive

• Output devices:
  – A printer: Laser or Inkjet? it depends on your needs (une imprimante)
  – A monitor: the larger, the better (un écran)
  – Loudspeakers: to get stereo sounds (des haut-parleurs)

PC or Notebook?

Advances in notebook technology mean that a portable is now powerful enough to be used as your main computer. We weigh up the pros and cons of desktops and notebooks to find out which best suit your needs.

You don't have to be a mobile sales rep to consider buying a portable computer. Even if your computing lifestyle doesn't *require* a notebook, you may find one very much more convenient and appropriate than a bulky desktop box. However, deciding between a desktop and notebook PC is a complex process.

Notebooks are desirable, have obvious advantages over desktop PCs and nowadays don't cost a huge amount more. However, they have many subtle drawbacks too. Until recently, aspects such as the screen, multimedia peripherals and performance were way behind desktop equivalents, severely limiting what you could use a notebook for. Nowadays, notebooks are close to matching their big brothers in these respects, but are still far from packing all a desktop's power in a smaller box. So you have to decide which of the two has the strengths you need.

In this feature we take you through a blow-by-blow comparison so that you can make a fully informed choice.

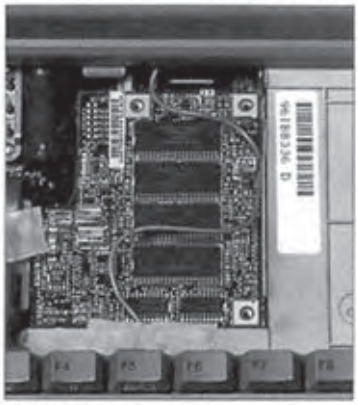
Specification for the money

	Toshiba notebook	Viglen PC
CPU	Intel Pentium 133	Intel Pentium 200MMX
RAM	16Mb	32Mb
Disk Size	1.44Gb	2Gb
Graphics Memory	2Mb	2Mb
Street Price	£1,499 (£1,761)	£1,399 (£1,644)

With a desktop you get a better specified PC for your money. Notebook components are pricier because they must be smaller and lighter, consume less power and generate less heat. Crucially, their manufacturers also sell fewer notebook than desktop parts, so the latter are better value due to the economy of scale. Though some notebook computers do use desktop parts, especially regular CPUs, they tend to suffer on battery life and get very hot in use.

The Viglen desktop PC we use for comparison comes in a fair bit cheaper than the Toshiba Satellite, but still boasts a much higher specification. It offers a far superior CPU, in the shape of a Pentium 200MMX, the effects of which we will consider under performance below. The Viglen also boasts twice as much RAM and 50% more disk space than the notebook, with 32Mb and 2.1Gb against 16Mb and 1.4Gb. Both make the installation and use of monster applications or suites, such as CorelDRAW or Microsoft Office 97, more comfortable.

Graphics memory was interestingly matched: both machines have 2Mb. Until recently, notebook manufacturers tended to fit less graphics memory because their relatively small screens wouldn't use any more. But the Toshiba's 2Mb (see Fig ❻) is twice the memory its 800x600 dot screen can use in the maximum 65,536 colours, so Toshiba must be allowing for it to be used at higher resolutions with an external monitor. That said, you can upgrade the ATI card in the Viglen to 4Mb, while the Chips and Technologies chipset in the Toshiba is stuck at 2Mb.



❻ **Notebooks now come with a sensible amount of video RAM, which helps them to display greatly enhanced graphics.**

Because of the specification differential, certain tasks aren't at all cost effective on a notebook PC. Although you could buy a notebook that would cope well manipulating large photo images, desktop publishing, or editing video, it would be astronomically expensive.

Section 2
PC or Notebook?

To help you study the various documents, the essential vocabulary will be either translated or explained before each text.
It is divided into paragraphs (§) to make reading easier.

1. Useful Vocabulary

If you study and memorise the entire vocabulary proposed, you will soon be ready to understand any document about computers.

1.1 Introduction

§1

a sales rep = representative: *un VRP*

to require = to need: *nécessiter*

convenient = appropriate, suitable

bulky = too big to carry: *encombrant*

§2

obvious = easy to notice: *évident*

an amount = a quantity, a sum of money: *un montant*

drawbacks ≠ advantages

to be way behind: *être loin derrière*

to match = to be equivalent to

1.2 Specification for the money

§1

specified = well adapted to your needs

to consume = to use : *consommer*

heat: *chaleur*

§2

to boast = to be proud of: *se vanter*

§3

to tend to: *avoir tendance à*

to upgrade = to improve the performance: *améliorer*

effective: *efficace*

cost effective: *économique*

to cope = to manage: *arriver à*

Each document will be followed by a series of activities to give you the opportunity to discover, to use and to appropriate the important elements of a text.
They may be grammar rules, vocabulary or methods to use at the exam.
These series of activities will all be entitled: "Hands on!"

2. Hands On!

2.1 The adjectives and their comparatives

This is very useful whenever you have to compare machines, prices, performances, etc.

First let's have a look at the adjectives of the second document and their comparative forms.

Pricier; Lighter; Higher; Smaller; Cheaper; Fewer

What do they have in common ?

.....

2.2 What do you know about the following comparatives?

Which adjectives do they represent?

Better .....

Smaller .....

More careful .....

Fill in the following grid with comparatives and translate them:

Adjective	Comparative	Translation	Adjective	Comparative	Translation
1. good:	1.	1.	3. little:	3.	3.
2. expensive:	2.	2.	4. bad:	4.	4.

2.3 Less heat; More disk space; More comfortable

According to what you understand from the text "PC or Notebook", say which word is used to express superiority and which one to express inferiority:

More: .....

Less: .....

2.4 Rephrasing

Rephrase (reformuler) the following sentences using the comparatives of the adjectives proposed and the beginnings which are given:

1. Notebook components are pricier because they are smaller than PC ones.

   PC components……/ expensive / big

2. Notebooks are usually less powerful than PC's.

   PC's ……../ powerful.

3. PC's are not so well adapted for reps as notebooks.

   Notebooks……/ well adapted.

2.5 Reading and translation

After studying this first text and the advice that comes with it, you should try to read and translate the following sentences

As this is a test of how much you remember, you should try to look at the unit as rarely as possible!!

1. Introduction, § 2, sentence 1

   Notebooks […] have obvious advantages over desktop PC's and don't cost a huge amount more.

2. Introduction, § 2, sentence 3

   Until recently, peripherals and performance were way behind desktop equivalents.

3. Specification…, § 1, sentence 2

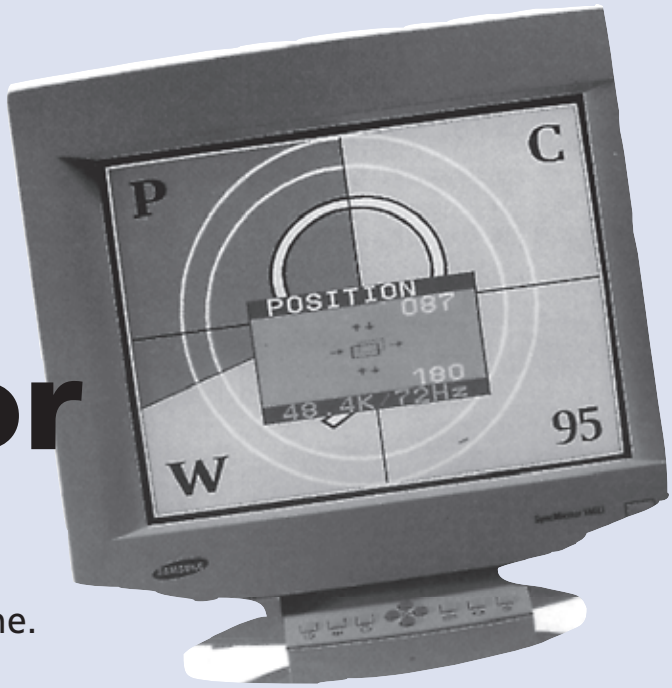
   Notebook components are pricier because they must be smaller and lighter, consume less power and generate less heat.

4. Specification…, § 3, sentence 2

   Until now, manufacturers tended to fit less graphics memory because their relatively small screens wouldn't use any more.

Use the self-correction booklet if you need some help and to check your answers.

Buying a Monitor



Regardless of your computer application, you'll be looking at your monitor all day, so make sure you get a good one.

Some people claim not to see monitor flicker, but your brain does, resulting in fatigue and headaches. A refresh rate of 70Hz or higher will produce a flicker-free image on most monitors.

Interlacing also results in flicker. Always run in non-interlaced modes and ignore interlaced quotes. The resolution refers to the number of dots (pixels) horizontally and vertically onscreen. Standard VGA mode runs at 640 x 480 pixels, while other typical modes include 800 x 600 and 1,024 x 768. The more pixels, the more you'll be able to fit on screen, but everything will be smaller and may only be suitable on a larger screen. Go for a 15in or 17in monitor capable of running a resolution of 1,024 x 768 non-interlaced at 70 Hz or higher. The visible area of most monitors (and TVs for that matter) is smaller than the model implies: a 15in screen may only have a 14.5in visible area, and a 17in may have only 16in visible.

• PCW Recommended products

• For a 15in screen: try the CTX 1569MS (around £300) or the NEC M500 multimedia CTX 01923 818461 NEC 0181 993 8111 (around *410 on the street).

• At 17in s there's the Sony 17sfll or the Taxan Ergovision 730TCO-S at around £500 Taxan 01344 484646 (PCW July 1996).

Section 3
Buying a monitor

1. Useful Vocabulary

To help you study the document, the essential vocabulary is translated or explained. The text is divided into paragraphs (§) to make the reading easier.

§1

to flicker = to vary in brightness: *clignoter ; vaciller*

to refresh = to update: *rafraîchir*

the refresh rate: *la fréquence de rafraîchissement de l'écran*

§2

a dot: *un point*

non-interlaced: *non-entrelacé*

suitable = appropriate: *adéquat*

to imply = to indicate: *impliquer ; supposer*

2. Hands On!

2.1 Check what you understand: nominal groups

First, try to answer the following questions in order to check what you understand

1. "Some people claim not to see monitor flicker,…"
   Is monitor a noun or a verb?
   Is flicker a noun or a verb?
   Think of a simple rule to help you: a subject in the singular → (entails) a verb with an "s".

Now translate the sentence:

2. Are you sure you understand the following expressions?
   When reading or trying to translate a sentence, always look for the last word in a nominal group.
   Ex: "a flicker free image" :
   Image is the most important word in the group, and the first you have to translate: *une image sans clignotement.*

Now, translate the following sentences:

"Standard VGA mode runs at 640 x 480 pixels."

"Go for a 15 in. or 17 in. monitor capable of running a high resolution."

"The visible area of most monitors is smaller than the model implies."

3. Pick out the comparatives of the text: "Buying a monitor"

To help you, there are 4 different ones.

1.	2.	3.	4.

2.2 Grammar: more complicated sentences using comparatives

Let's revise some more grammar about comparatives. This time you are going to use them to build more complicated sentences.

1. Study:

"The more pixels, the more you'll be able to fit on screen."

Sometimes we use two comparatives to say that two things are changing in relation to each other.

We then use: the… , the… (never forget the comma: , "Comma" means virgule)

the + comparative (inferiority; superiority; short or long adjective) + noun + verb (or proposition)

ex : - The more expensive a PC is, the more efficient it should be.

Plus un PC est cher, plus il devrait être performant.

ex : - The smaller a notebook is, the less heavy it will be.

Plus un portable est petit, moins il sera lourd à porter.

2. Translate :

Moins les ouvriers sont stressés, mieux ils travaillent.

Plus la demande est élevée, plus les marchandises (goods) sont chères.

Moins il y a d'emplois, plus les gens restent longtemps au chômage.

Plus les exercices sont difficiles, plus j'aime ça !

3. A little more difficult :

We can also use two comparatives to say that something is changing continuously, or for more elaborate sentences.

Example :

– **De plus en plus** *… : more and more …*

– **De moins en moins** *… : less and less … fewer and fewer …*

– **D'autant plus ... que** *… : all the more …as …*

– **D'autant moins ... que** *… : all the less … as …*

4. Now you should be able to translate the following sentences :

Les ordinateurs sont de plus en plus petits mais de plus en plus puissants aussi.

Cela va de mal en pis ! Vous exportez de moins en moins.

Les ordinateurs deviennent de plus en plus faciles à utiliser, ils sont aussi de moins en moins chers.

Il devient d'autant plus important d'apprendre l'anglais que les frontières européennes ont été supprimées en 1993.

Use the self-correction booklet if you need some help and to check your answers.

Section 4
Useful tips for the oral exam: Advertisements

La partie orale de l'examen porte souvent sur des documents iconographiques, tels que : illustrations d'articles, croquis ou graphiques accompagnés d'un court texte ou publicités. Nous verrons progressivement comment aborder chaque type de document.

Dans cette section nous vous donnons quelques ***conseils*** *sur la manière de présenter un document publicitaire (an advertisement or ad).*

WOULDN'T IT BE AMAZING
IF SENDING A PACKAGE
ACROSS EUROPE COULD BE
AS SIMPLE AS SENDING IT
ACROSS TOWN?
For other delivery companies, the concept of a wholly-integrated, one-market Europe is still a bit ethereal. For UPS, it is reality. Our uniform, all-embracing system of package delivery is now in place across Europe. We offer your business the ease and convenience of a common set of services and capabilities for both national and international deliveries, including guaranteed 10.30 am Express, guaranteed (and confirmed) 8.30 am Express Plus, and state-of-the-art technology to confirm delivery across Europe. No other delivery company sees Europe quite so single-mindedly. It's one more reason UPS is Europe's new delivery system.
ups
Consider it done.
www.ups.com
Call UPS for service details.

Pour une publicité, des termes spécifiques sont à utiliser dans la description :

- Dans cette page publicitaire on doit signaler :
  - **the catch phrase:** Wouldn't it be amazing if sending a package across Europe could be as simple as sending it across town? (ce sera souvent une question pour poser le problème à résoudre)
  - **the slogan:** Consider it done (la solution du problème)
  - **the logo:** un dessin symbole. (ici) blason UPS
  - **the emblem:** symbole de l'activité de l'entreprise. (ici) un camion et un livreur.
- À connaître aussi : les prépositions de lieu telles que :

  at the top (of the picture) : en haut

  at the bottom : en bas

  in the centre : au milieu

  in the top (or bottom) right (or left) handside corner : dans le coin en haut à droite (en bas à gauche) etc.

  below : en dessous

  between : entre

  et toutes les autres…
- D'autre part, il est bon de dire pour quelle entreprise ou association cette publicité est faite et à qui elle s'adresse.

Dans le cas de cette publicité, on pourrait dire :

This is **an ad for** UPS (meaning United Parcel Service) which is an American delivery firm now trying to get a new market in Europe. Their target is any American company **trading** with Europe and looking for reliable delivery systems.

- Après avoir décrit l'organisation (the layout) de la page vous vous attacherez à décrire chaque élément : image, texte, slogan,etc. et à en montrer l'intérêt. Vous justifierez le choix de chacun de ces éléments en fonction du **but publicitaire** du document.

Dans le cas de cette publicité, on pourrait dire :

We can notice that the picture is not a genuine photo but a photomontage showing the most famous monuments in Europe on the same picture. This is **made to give** the reader an idea that, thanks to UPS, the distances between European capitals are very short.

We can also note that 2 expressions are **underlined** in the catchphrase: across Europe and across town. It **emphasises** the impression of short distance: it seems just as easy, thanks to UPS again, to cross Europe as it is to cross a single town.

- Vous pourrez conclure en donnant votre avis sur cette publicité.

Dans le cas de cette publicité, on pourrait dire :

This picture is quite **efficient**, but a bit **deceptive** as we may think the photo is a real one whereas it is **a fake**. Anyway, it's attractive to the eye because of the colours that make it look more like a painting than an ordinary photo. We are in a dream world or an idealised one at least. And after all, this is what advertising is all about!

Outils

Pour la préparation de la partie orale de cet examen, vous allez avoir besoin d'un magnétophone à cassettes, un dictaphone (analogique ou numérique), un lecteur enregistreur mp3, un ordinateur ou tout autre appareil vous permettant de vous enregistrer.

Entraînez-vous à l'oral régulièrement.

TABBY 2, MOUSE 0

Hi-tec GRAPHICS TABLET for WIN 95, speedier, precise, natural cursor control

only £49.95 Inc VAT P&P
next day dispatch

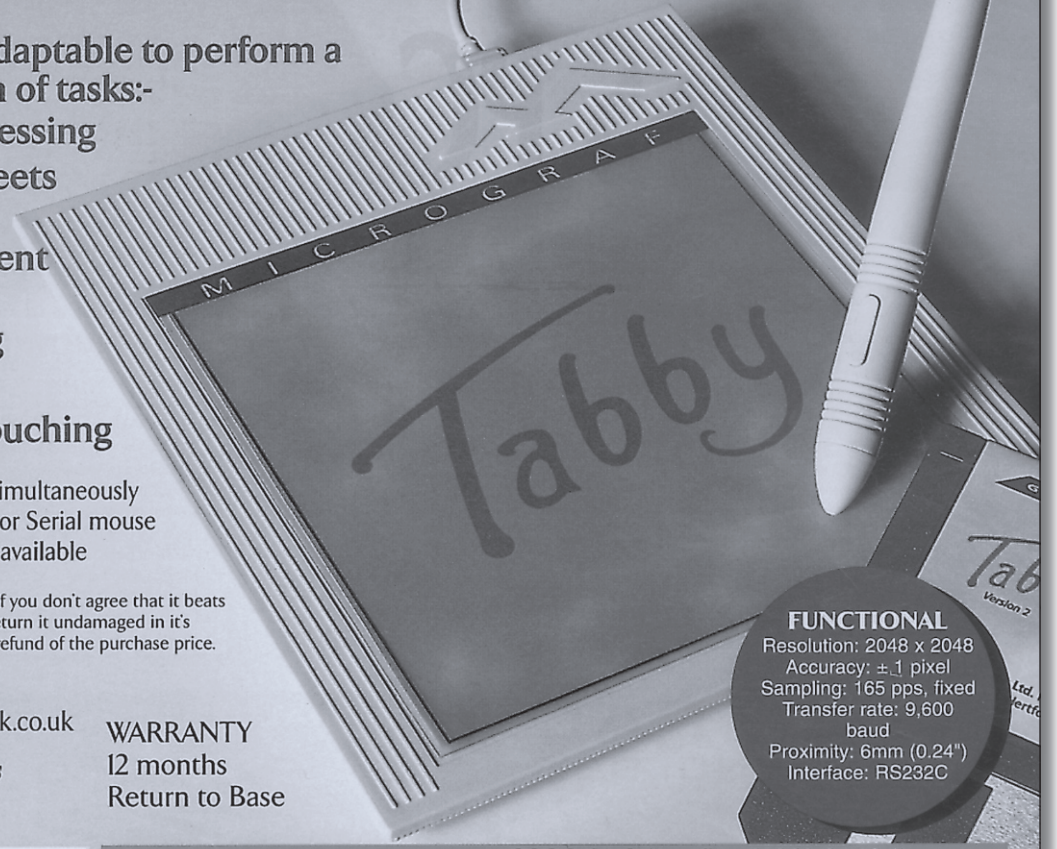
PLUS 14 DAY TRIAL. IF YOU ARE NOT TOTALLY SATISFIED, YOUR MONEY BACK*

Tabby 2 is adaptable to perform a whole batch of tasks:-

- Word processing
- Spread sheets
- Database management
- Desktop publishing
- Drafting
- Photo retouching

Tabby 2 will work simultaneously with a PS2 mouse, or Serial mouse provided Com 2 is available

*Try Tabby 2 for 14 days if you don't agree that it beats the mouse every time, return it undamaged in it's original packaging for a refund of the purchase price.

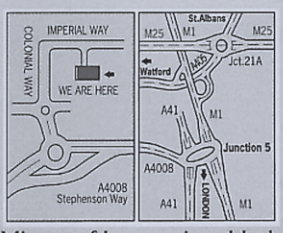


FUNCTIONAL
Resolution: 2048 x 2048
Accuracy: ±.1 pixel
Sampling: 165 pps, fixed
Transfer rate: 9,600 baud
Proximity: 6mm (0.24")
Interface: RS232C

Visit our Website:
http://www.graftek.co.uk

Personal Callers Welcome

WARRANTY
12 months
Return to Base



Micrograf International Ltd.,
Penfold Works,
Imperial Way,
Watford, Herts WD2 4YY.

Order now by phone Freephone 0800 614316 or Fax 01923 244041 or post

TITLE..... INITIALS..... SURNAME.....
ADDRESS.....
.....
POSTCODE.....PHONE NO.....

I confirm my order for:	PRICE EACH	QUANTITY	TOTAL PRICE
Tabby 2 with WIN 95	£49.95*		

*Price include VAT, packaging and postage.

1. I enclose my cheque for £.....
made payable to Micrograf International Ltd.
2. Please debit my credit/debit card as follows:
Card No.

Expiry date ...../ ...../ .....
I authorise you to debit/charge my credit/debit card with the amount indicated above.

Signed..... Date.....

(please tick appropriate box)
Mastercard ☐ Barclaycard ☐ Visa ☐ Delta ☐ Switch ☐

TABBY - a better result every time

Section 5
Tabby: oral section

1. Useful Vocabulary

To help you study the various documents, the essential vocabulary will be either translated or explained before each text.

trial: (from the verb: to try): *essai*

a batch = a series

a spreadsheet: *un tableur*

drafting: *dessin*

the packaging: (from = to pack): *l'emballage*

the warranty: *la garantie*

to order: *passer commande*

VAT = value added tax: *TVA*

P&P = postage and packaging: *frais d'envoi*

2. Useful Grammar

One of the main difficulties of the oral exam is to read and use the figures. They are often neglected by students, but one of the points that examiners find very interesting.

Let's revise :

- A date is often read in 2 parts :
  Ex : 1999 : nineteen / ninety nine.
- Where the French write a comma (virgule), the Anglo-Saxons write a dot and say "point".
  Ex : 25.12 : twenty five point one two.
- When giving a price, the currency (monnaie) is written before the figure and read after it.
  Ex : $ 850 : eight hundred and fifty dollars.
- A price may be divided into pounds and pence or dollars and cents, you have to say both.
  Ex : £10.50 : ten pounds fifty pence (or ten pounds fifty).
- In a figure containing thousands, the digits (chiffres) are separated in groups of three by a comma.
  Ex : £ 75,000 : seventy five thousand pounds.
- Each word used to read a figure is invariable. It never takes an "s".
  Ex : ¥ 250,800 : two hundred and fifty thousand eight hundred yen.
- In a telephone number each digit is read separately, except the double ones, and "0" is read "oh".
  Ex : 0171 831 9007 : oh / one / seven / one /eight / three / one / nine / double oh / seven.

Help (see exercise 3.3)

Pronunciation symbols and their target words according to Received Pronunciation

Vowels and diphthongs (diphthongs are marked with an *)

1./ eɪ /*	as in *say*	/ seɪ /	11.	/ ɔː /	as in *talk*	/ tɔːk /
2. /iː /	as in *tea*	/ tiː /	12.	/ ʊ /	as in *look*	/ lʊk /
3. /aɪ /*	as in *try*	/ traɪ /	13.	/ ʌ /	as in *but*	/ bʌt /
4./ əʊ /*	as in *so*	/ səʊ /	14.	/ ɜː /	as in *hurt*	/ hɜː$^{(r)}$t /
5./ uː /	as in *you*	/ yuː /	15.	/ ə /	as in *computer*	/ kəm ˈpjuːtə$^{(r)}$ /
6./ ɪ /	as in *it*	/ ɪt /[1] (1)	16.	/ aʊ /*	as in *cow*	/ kaʊ /
7./ e /	as in *hen*	/ hen /	17.	/ ɔɪ /*	as in *voice*	/ vɔɪs /
8./ æ /*	as in *sat*	/ sæt /	18.	/ ɪə /*	as in *beer*	/ bɪə$^{(r)}$ /
9./ ɑː /	as in *dark*	/ dɑː$^{(r)}$k /	19.	/ ɛə /*	as in *bear*	/ bɛə$^{(r)}$ /
10. / ɒ /	as in *hot*	/ hɒt /	20.	/ ʊə /*	as in *poor*	/ pʊə$^{(r)}$ /

Consonants

1./ p /	as in *pea*	/ piː /	13.	/ s /	as in *see*	/ siː /
2. / b /	as in *bee*	/ biː /	14.	/ z /	as in *zip*	/ zɪp /
3. / t /	as in *tea*	/ tiː /	15.	/ ʃ /	as in *sheep*	/ ʃiːp /
4. / d /	as in *deed*	/ diːd /	16.	/ ʒ /	as in *television*	/ ˈtelɪvɪʒᵊn /
5. / k /	as in *okay*	/ əʊ ˈkeɪ /	17.	/ h /	as in *hat*	/ hæt /
6. / g /	as in *got*	/ gɒt /	18.	/ m /	as in *meal*	/ miːl /
7. / tʃ /	as in *cheese*	/ tʃiːz /	19.	/ n /	as in *nice*	/ naɪs /
8. / dʒ /	as in *Jane*	/ dʒeɪn /	20.	/ r /	as in *ring*	/ rɪŋ /
9. / v /	as in *vase*	/ vɑːz /	21.	/ l /	as in *late*	/ leɪt /
10. / f /	as in *five*	/ faɪv /	22.	/ j /	as in *yellow*	/ ˈjeləʊ /
11. / θ /	as in *theme*	/ θiːm /	23.	/ w /	as in *wait*	/ weɪt /
12. / ð /	as in *there*	/ ðɛə$^{(r)}$ /	23.	/ ŋ /	as in *sing*	/ sɪŋ /

1 Prononcer à peu près comme le " -é- " français

3. Hands On!

Now it's your turn.

Do the following exercises using the advice provided in section 4 of this unit.

Remember : you don't have to record yourself if you don't wish to, but it is good pratice for the exam good.

3.1 Get ready to report on the document "Tabby"

Listen to the questions on your CD then record your answers.

3.2 Read figures aloud

Read the following numbers aloud.

1. £ 49.95
2. A 14 day trial
3. The transfer rate is: 9,600 baud
4. The resolution is: 2,048 x 2,048 (x = by)
5. Our free phone number is: 0800 614 346
6. Our fax number is: 01923 244 041

3.3 Transparent words

They are words that **look like** their French equivalents and so are easy to understand. Unfortunately, most of them have a typical English pronunciation. That's why we will work on this type of words regularly.

Read the following words from the document aloud, use the phonetic trancription to help you.

1 precise	pre ˈsaɪs	5 adaptable	ə ˈdæpt əb əl
2 natural	ˈnætʃ ər əl	6 database	ˈdeɪt ə beɪs
3 control	kən ˈtrəʊl	7 plus	ˈplʌs
4 trial	ˈtraɪəl	8 phone	ˈfəʊn

You will find a correction of the exercises 3.1, 3.2 and 3.3 recorded on your course CD, tracks 3, 4 and 5.

They have been recorded to help you, so listen to them after you have done the exercises and compare them with what you have recorded.

A correction is also provided in the self correction booklet.

Unit 2
Maintenance guides

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*This second unit will tell you how to maintain your computer, or rather **how to speak about maintenance**. This will be the theme of all the sections of this unit.*

*You will also find some specific vocabulary concerning **software,** in section 1.*

*The main grammar item will be **suggesting and giving advice**. You will work on this, in section 2.*

As far as the methods to use at the exam are concerned, we will study three important things:

- *how to understand a document rapidly thanks to **key words** and **key sentences**, in section 3;*
- *how to associate **a picture and a text,** in section 5;*
- *how to prepare **notes** and use them in order **to save time at the oral exam**.*

Then, you will be able to use these methods :

- *key words, in section 3;*
- *key sentences, in section 4;*
- *note taking, in section 5.*

Section 1
Vocabulary revision

In this second unit, our main theme will be maintenance, with its difficulties and the advice you can read about in many magazines.

1.1 Problems and breakdowns

Let's start with a nightmarish (cauchemardesque) situation!

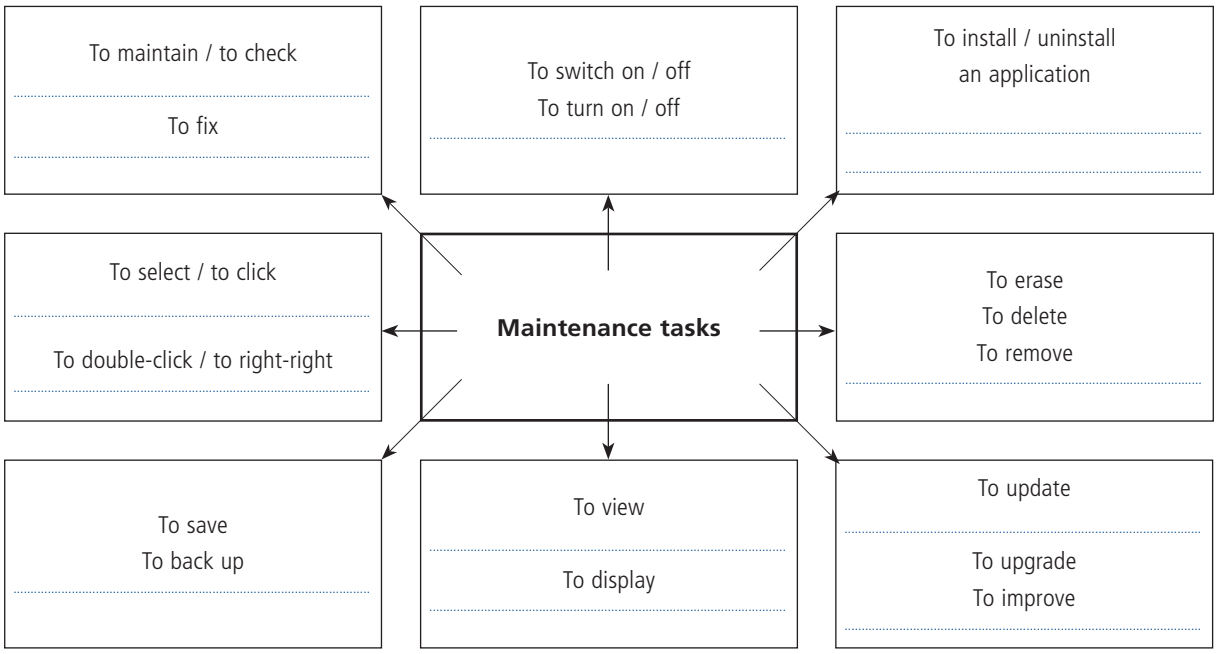
Here is a list of problems in French and their translations into English.

Read them carefully and match the English phrases with their French counterparts.

Mon travail est ralenti	The files are deteriorating
Mon disque dur est encombré	The floppy disk drive does not work properly
Des erreurs risquent d'arriver	My work has slowed down
Les fichiers se détériorent	Errors may occur / happen
Le lecteur de disquette ne marche pas bien	My hard disk is clogged up

1.2 Maintenance solutions

Here is a grid with verbs used for maintenance tasks. Can you pick out their French equivalents from the box below and add them to the grid? You may need a dictionary.



Enregistrer / Sauvegarder	Mettre à jour	Supprimer / effacer
Mettre à l'écran	Améliorer	Cliquer (deux fois / à droite)
Allumer / éteindre	Installer / désinstaller un programme	
Réparer	Visionner	
Entretenir / vérifier	Sélectionner	

1.3 Some vocabulary

Here is a list of words that are proper to applications. You know these words very well, when they are in French.

With the help of your own P.C. and a dictionary, can you find out their English translations?

1. explorateur	1.	5. coller	5. .....
2. le Bureau	2.	6. annuler	6. .....
3. un raccourci	3.	7. la Corbeille	7. .....
4. éditer	4.	8. outils	8. .....

Use the self-correction booklet to check your answers.

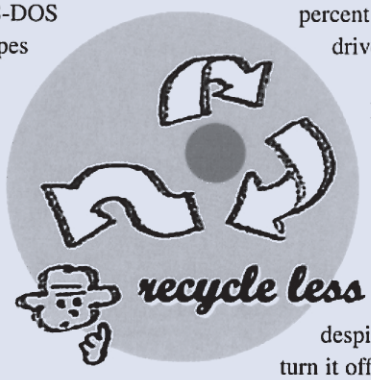
File fixes

Missing file extensions

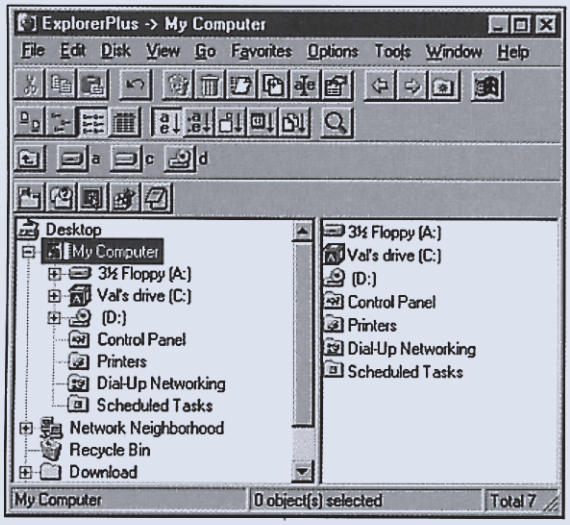
Can't see file extensions in Windows Explorer? It's not because of anything you've done – it's because Microsoft assumes you don't *want* to see them. Sounds backward, we agree. So if you want to display extensions such as EXE or DOC in Explorer, select View, Options, choose the View tab, and simply deselect Hide MS-DOS file extensions for file types that are registered.

Recycle Bin blues

When is a deleted file not deleted? When it's sitting in Windows 95's Recycle Bin. Unless you empty your trash manually, files will simply collect there until the bin is full. One solution to this is to reduce the bin's capacity to the bare minimum. Right-click the Recycle Bin in Explorer and select Properties, then click the Global tab. Move the slide bar to the left until the Bin consumes only one percent of your total hard drive capacity.



Now, even if you have a 3.2Gb drive, you'd have to accumulate 32Mb of trash before Windows 95 would empty the Recycle Bin. If you really despise emptying the bin, turn it off altogether. Right-click the Recycle Bin, then select Do not move deleted items to Recycle Bin.



▲ **Mijenix's PowerDesk ExplorerPlus offers all the file management options that Windows 95's Explorer is missing, such as splitting the window into two panes for easy drag and drop**

Sloppy floppy disk formatting

Because formatting a floppy disk erases its contents (if any), it's always a good idea to check out the contents beforehand. Obvious enough, you'll agree. But if you've ever tried to view your A drive in Explorer and then attempted to use the Format command, you will already have discovered that Windows 95 tells you that it can't format the disk.

Fortunately, there's an easy way to sidestep this roadblock: place a shortcut to your floppy drive on the desktop. You can then double-click it to view a floppy disk's contents. When you're ready to format, close the open window, right-click the shortcut, and select Format. And an even better alternative lies in the aforementioned PowerDesk ExplorerPlus, which allows you to format the floppy disk even if its contents are displayed at the time.

Section 2
File fixes

To help you study this document the essential vocabulary will be either translated or explained. It will be divided according to the sections to make reading easier.

1. Useful Vocabulary

1.1 Missing file extensions

Several times in this article, you will notice missing words.
Example: "Can't see files?" instead of "**You** can't see files?"
Another example: "Sounds backward" instead of: "**It** sounds backward"
This may add to the difficulty of understanding the text, but it gives a friendly tone to the article.

Windows Explorer : *Explorateur Windows*
to assume = to suppose: *supposer / présumer*
a tab: *un onglet*
to hide ≠ to display: *cacher*

1.2 Recycle bin blues

the bare minimum: *le strict minimum*
a slide bar: *un curseur*
Gb = gigabyte: *giga-octet*
trash = rubbish = what you want to get rid of: *déchet*
to despise: *mépriser* : (ici) to dislike
altogether: (ici) totally

1.3 Sloppy floppy disk formatting

sloppy = untidy: *mal rangé ; négligé*
obvious: *évident*
to side-step a roadblock: literally: contourner un barrage routier (ici) to avoid (éviter) a problem
a shortcut: *un raccourci*
the contents = what is inside something

2. Hands On!

You have probably noticed that almost all the verbs of the document are in the imperative. This form is simple to read and understand but not always adequate when speaking to somebody you have to show respect to.

In such situations, you have to use verbal forms expressing deference, like: ***"you should", "you could", "why don't you"****, etc.*

Example: ***Tidy up your floppy disk if you want to save time.***

Can be transformed into: ***You should tidy up your floppy disk, you would save time.***

Or : ***Why don't you tidy up your floppy disk in order to save time.***

2.1 Suggestions

First, use the expressions you have just read to transform the following sentences to sound less authoritative:

- If you want to lose some weight, start a diet.
- If you feel tired, take a few minutes rest before going out.
- If you want to be understood, get rid of your accent.
- If you worry about forgetting your appointments, install an organiser on your laptop.

2.2 Giving advice about computers

Now, apply this technique when giving advice about computers.

Transform the paragraph starting with: "If you really despise…" in "*Recycle Bin blues*", in the same way.

2.3 Translation

To make sure that you have all the vocabulary in mind, let's do this last exercise: translate the following sentences without looking at any document.

Vous devriez vérifier le contenu de cette disquette avant de la reformater.

Vous pourriez supprimer de nombreuses erreurs en cliquant sur l'icône du vérificateur d'orthographe. (spellchecker)

Pourquoi ne sauvegardez-vous pas vos documents personnels dans un dossier à votre nom ?

Quand votre disque dur est très encombré, vous ne devriez pas garder des applications inutiles.

Visionnez toujours le contenu de la poubelle avant de double-cliquer pour la vider.

Use the self-correction booklet if you need some help and to check your answers.

Section 3
How to find the essential elements in a document?

Dans un document inconnu, surtout s'il est long, il est parfois difficile d'aller à l'essentiel en peu de temps comme c'est le cas à l'examen.

Il faut donc s'efforcer de trouver des repères de compréhension, entre autres : les key words et les key sentences.

Les plus faciles à voir sont les key words : ce sont les mots clés, ceux qui reviennent le plus souvent dans un texte et qui, par conséquent, vont indiquer de quel sujet il s'agit.

1. Key Words

Prenons un exemple :

> "There have been various technology advances that have emerged over the past few years in electrical and electronic engineering. The industry has been driven by technology and will continue to do so to satisfy the demand for high performance products. The technology demand extends across the industry to the consumer market and beyond."
>
> *(Computer Buyer Nov 1992)*

Ici vous remarquez que le mot **"technology"** est utilisé 3 fois ; il est donc un mot clé : c'est de technologie que l'on parle.

De plus on peut remarquer les mots : **"advances, emerged, driven, extends"** qui indiquent tous une idée de mouvement, de progrès.

On peut donc en déduire, sans comprendre tous les mots de ce paragraphe, qu'il est question des progrès de la technologie.

2. Key Sentences

Comme les key words, les key sentences, les phrases clés, sont une aide à la compréhension globale et rapide d'un texte et par-là même sont importantes à reconnaître.

Une phrase clé est celle qui **présente, résume ou introduit** une nouvelle idée.

De ce fait on la trouve presque toujours en **début de paragraphe**, la suite reprenant la même idée en détails. Donc, en lisant les **premières phrases de chaque paragraphe**, vous aurez de bonnes chances d'avoir une idée assez claire du sujet du document.

Il est aussi à noter que ce n'est pas nécessairement une phrase entière : **a sentence**, que cela peut très bien être une expression de quelques mots : **a phrase**.

Voyons un exemple :

> "There are almost 60 million cellular phones in use worlwide - and the growth curve is pointing straight up." Our estimation for cellular and personal-communication-systems (PCS) subscribers is at least 350 to 400 million by the year 2000, "says Torbjorn Nilsson, vice-president for strategic business development at Ericsson Radio Systems in Stockholm."
>
> *(Newsweek, oct.95 / The Mobile Millenium Beckons)*

Nous voyons nettement que la 1re phrase donne l'information et que le reste du paragraphe n'est qu'une illustration chiffrée.

Autre exemple :

> "Telstra is not alone in tapping Asia's growth potential." Many telecom companies see Asia as an attractive alternative to saturated markets at home, particularly since growth in telephone lines in the United States and Europe has dropped into the low single digits, "notes Michael Heath...."
>
> *(Newsweek, oct.95 / The Dragon Calls)*

Cette fois la key sentence est suivie d'une citation qui développe l'idée de départ.

Deanimating the Office Assistant

I've recently upgraded to Office 97 and find I have a problem with the Office Assistant. Quite simply, the animation and sound are too distracting for my taste. Is there a way to kill this animated annoyance?

Marvin James
Palatine, Illinois

1 PC You actually have several choices for eliminating the Office Pest...uh...Assistant, depending on whether you want to tone it down or kill it off altogether.

2 To get rid of it completely, which will return Word help—and indeed all of Office help—to the behavior you're used to from older versions, find the Office\Actors directory. By default, this is on drive C: with the full directory path Program Files\Microsoft Office\Office\Actors, but it could be elsewhere. If necessary, you can find it by choosing *Start | Find | Files or Folders* and entering **.act* as the item to search for. This will find the files with .act extensions in the Actors directory.

3 Once you've found the directory, use Windows Explorer to move to that directory and create a new subdirectory; I'll call it ActFiles. (In Windows Explorer create a new directory with *File | New | Folder.*) Then move all the files with .act extensions to the ActFiles directory.

4 After you finish this bit of surgery, the Office Assistant will be gone. Starting the next time you load Word (or other Office programs, for that matter), whenever you hit F1 or choose the equivalent menu command or toolbar button, you'll see the *Help* dialog box alone. You can then search for help as in earlier versions. If you ever change your mind, getting the Office Assistant back is as simple as moving the ACT files back to the Actors directory.

5 The drawback to this approach is that it not only eliminates the Office Assistant's distractions but also eliminates the natural-language help system. If you want to keep the help system but make the Assistant as unobtrusive as possible, click on the Assistant, choose *Options,* and check or uncheck the options as you like. Uncheck *Respond to F1 key, Display alerts, Make sounds.* Make sure there are no checks in any of the *Show tips about* or *Other tip options* choices, but leave the *Move when in the way* check box checked.

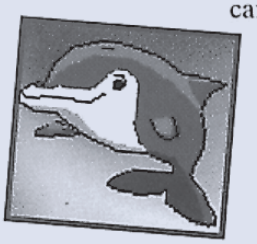


FIGURE 1: *The top Office Assistant is a completely stationary logo, while Kairu the dolphin and Professor Einstein can amuse you with gestures and actions.*

6 These choices will tone down the Office Assistant considerably. You can also make the Assistant's window smaller by dragging any corner. Note too that the gallery of Assistants you can choose from include some that are less animated than others. To change the Assistant, right-click on the Assistant, choose *Choose Assistant,* and then use the *Back* and *Next* buttons to scroll through your choices.

7 The least active choice shipped with the program is the spinning Office Logo. To pick it, scroll to it and choose *OK.* If the file isn't already on your disk, you'll get a message asking you to put your Office CD in your CD-ROM drive.

Section 4
Deanimating the Office Assistant

To help you study this document, the essential vocabulary will be either translated or explained.

1. Useful Vocabulary

§ 1

to annoy = to upset: *ennuyer*

an annoyance = a pest: *une nuisance*

elsewhere = somewhere else: *ailleurs*

a file: *un fichier*

a folder: *un dossier*

a directory: *un répertoire*

§ 3

the toolbar: *la barre d'outils*

to change one's mind = to change your opinion: *changer d'avis*

§ 4

a drawback = an inconvenience: *un inconvénient*

Attention : l'adjectif *inconvenient* existe, il signifie : peu pratique ou inopportun

unobtrusive = sober: *discret*

§ 5

to check ≠ to uncheck: (ici) activer ≠ désactiver

§ 6

to scroll: *faire défiler (un menu)*

2. Hands On!

Now, you are going to apply what you learned in Section 3 to this document, with some help, of course.

Remember that key words are either words that are repeated or words from the same semantic field. Example: for hospital: doctor, to inject, patients, ill, etc.

To do this, you need more to "look" at the text like a photo than really read it.

2.1 Pick out the key words

You will notice that there are 5 different parts to this document.

But, can you pick out (relever) the key words in each part?

• Paragraphs 1 and 2:

4 verbs have almost the same meanings, can you write them down?

....

....

2 words are repeated 3 times, which ones?

....

• Paragraph 3:
3 words are repeated, which ones?

....

.....

• Paragraph 4:
Which word is repeated?

.....

• Paragraph 5:
How many times can you read words meaning **"to click"**?

.....

• Paragraph 6:
Which word is repeated?

.....

Now, with these key words, it is easier to make a summary.

2.2 Make sentences using the key words

Make a complete sentence for each part, using the words you have picked out in the previous exercise.

.....

.....

.....

.....

.....

.....

.....

.....

You can see that in five sentences, your summary is almost written. Now, you have to enrich it with some details that seem important to you.

2.3 Translation from English into French

Translating is always necessary. You may have to do it from English to French at the exam, but you may also need it to say precisely what you mean in a delicate situation.

Paragraph 6 from "Deanimating the Office Assistant"

• First, read this paragraph and note what may be a difficulty.

Examples :

"From" : do you have to associate it with **"include"** or with **"choose"**?

"To make" here it is associated with a noun and an adjective in the comparative form, so it cannot mean **"faire"**. If you look it up in a dictionary, you will find another translation.

• Now, translate the paragraph.

2.4 Translation from French into English

Use as many words from this section as possible. Try to use your memory, NOT the course.

Be careful, this text cannot be translated "word for word" (mot à mot).

• Si vous voulez rendre l'animation complètement silencieuse, vous devez cliquer du bouton droit de la souris sur l'assistant, et choisir le plus discret de tous les assistants : le logo qui tourne.

• L'inconvénient de cette solution est que vous risquez de déselectionner des options auxquelles vous êtes habitué en déplaçant certains fichiers.

Use the self-correction booklet if you need some help and to check your answers.

System crashes, installation hassles, lousy performance? Here's some relief from your Windows pain. By Valerie Ryan and Scott Spanbauer

Windows secrets

Windows 95 floated in on a raft of promises. It was the operating system that was purportedly easy to navigate. We were told it would prevent system crashes and solve all your installation problems – we even hoped it would balance the chancellor's budget and bring about world peace. Two-and-a-half years later, we know better.

Despite the rosy promises (and many service releases, bug fixes and updates), many 'features' in Windows 95 still leave us gritting our teeth and reaching for a bottle of aspirin (or scotch). These aren't necessarily catastrophes that will wipe out your data, just everyday glitches that annoy and irritate – enough to make you want to stick pins in your Bill Gates doll.

At *PC Advisor*, we feel your pain (we use Windows too). So we pulled together the things that bother us most about Windows 95 and came up with ways to fix them. For a glimpse of a perfect Windows world, read on and you'll find tips, workarounds and cures for what ails you. We'll tell you how to minimise system crashes, boost sluggish performance, avoid interface flaws, and in general make Windows 95 do some of the things it was supposed to do in the first place.

We'll show you which files you can safely delete forever and how to prepare for and prevent system disasters. We also include a few things that bug us about Windows 3.1 and Windows NT and advise how best to tackle them.

Of course, there are some problems that no amount of tweaking can help. Though we can't fix everything, our Windows secrets offer a few ways to make life with Microsoft's recalcitrant operating system more bearable.

Section 5
Windows secrets: oral section

You will notice that this document is very short but also full of interesting vocabulary. We will also have the opportunity to see how to work on a document illustrated with a picture.

1. Useful Vocabulary

§ 1

to float in… = to navigate: *naviguer*

on a raft: *sur un radeau*

purportedly = so-called: *soi-disant*

chancellor (of the Exchequer): *Ministre des finances*

§ 2

to grit one's teeth: *grincer des dents*

to wipe out: *effacer*
(noter l'emploi de "out" qui amène l'idée d'effacement total)

a glitch: *(familier) une défaillance*

to stick pins in a doll: *planter des épingles dans une poupée (pour jeter un mauvais sort)*

§ 3

to bother: *ennuyer*

a glimpse: *un aperçu*

to read on: *continuer à lire*
(ici, on donne une idée de continuation)

workarounds: (ici) *idée de contourner la difficulté*

what ails you: *(familier) ce dont vous souffrez*

a flaw = a defect: *un défaut*

§ 4

to tackle = to tackle a problem : *s'attaquer à / régler*

§ 5

tweaking: *mise au point*

to tweak: *mettre au point*

bearable: *supportable*

to bear: *supporter*

2. Hands On!

Confronted with such a document, it is obvious that you cannot study the text and forget about the picture.

Your comments will have to take the **two** parts into account and explain the **link** (lien / relation) between them.

You always have to start by introducing the document.

Remember, you don't have to record yourself, but it is good practice for the exam.

2.1 Read aloud

Prepare and then read aloud a sentence using the following words (add any other word you may think necessary)

photo / text / to illustrate / document / made up of (composé de) / article / that

.....

2.2 Let's describe the picture

First, you have to explain where it is situated, how large it is, and what it shows.

So, fill in the gaps to make the sentences, and read them aloud. You have 30 seconds to give your answer

- The photo is ..... on the ..... side of the ..... and is about 20 cm ..... .
- It shows ..... , with the Windows ..... inside.

CD AUDIO 6, 7

You will find a correction of exercises 2.1 and 2.2 on your CD, tracks 6 and 7.

2.3 Explain the link

CD AUDIO 8

Then, you have to **explain the link** between the photo and the text.

To do this, listen to the questions. Then record your answers.

CD AUDIO 9

Now check your answers with the correction on your CD.

2.4 Pick out the key sentences

Now we can pass on to the **explanation** of the text itself.

Remember in section 3, you read a paragraph about **key sentences**. If you haven't read it yet, it's time to study this paragraph.

Pick out the most important sentence or phrase from each paragraph and read it aloud. Record your answer.

§ 1 .....

§ 2 .....

§ 3 .....

§ 4 .....

§ 5 .....

*As you can see, **this exercise has allowed you to focus** (fixer votre attention) **on the essential elements of the text**. If you had to do your own commentary of this text, you would just have to find your own words to say the same thing.*

You will find a correction of the exercises recorded on your course CD.
They have been recorded to help you, so listen to them after you have done the exercises and compare then with your recording.

3. Preparing to speak about a document at the oral exam

In the first units the exercises and questions help you prepare the oral exam. But at the exam, you will have to study the document on your own (tout seul).

So, you have to get ready to do so, it is important to know how to write your answers in ***note form****. You will* ***not*** *have* ***enough preparation time*** *(20 mn is very short!) to write down everything you would like to say.*

Don't forget that you have to ***prepare a whole report*** *on a document that you will see for the first time. You will not have the time to write a complete commentary.*

So, get into the habit of writing ***notes in order to prepare your answers****, this will give your oral presentation a* ***more natural tone*** *and it will be highly appreciated.*

Let's study an example :

Here is a sentence taken from a document :

> "The problems of the Czech economy, hit by a rising trade deficit and an upward pressure on wages, are undermining confidence in the country's industry."
>
> ***(The European 15 May 97 / Czech recovery falters)***

To answer the question : Is the Czech economy doing well ?

You prepare this type of note :

"pb. econ. : trade defic. + wages up → lack of confid. in indus."

3.1 Let's apply this note taking technique to the document

You know exactly what the document is about now. Take notes then listen to the questions on your CD. Record your answers.

Don't forget that you can listen to the CD at any moment to check your answers.
See the self correction booklet for some of the exercises.

Unit 3
CD-Roms and software packages

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  - 1.3 Useful computer vocabulary
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  - 2.1 Translation of nominal groups
  - 2.2 Translation of nominal groups from the text

In the third unit, the main theme will be: ***CD-ROMs and Software packages*** *and you will find lots of information about them in the various documents.*

You will also be given some specific ***computer vocabulary*** *in sections 1, 3 & 5 and we will look at some particularly interesting words:* ***"to prevent"****, in section 2 and* ***"to speak"****, in section 5.*

Two important ***grammar items*** *will be studied:*

- ***the passive****, in section 2 with some basic theory and various exercises;*
- *the particle:* ***"up"****, its various meanings and how to translate them in section 3.*

In order to improve your methodology for the examination, you will be able to learn:

- *how* ***to introduce*** *and* ***describe*** *a document orally, together with exercises to practice these skills in section 3;*
- *how* ***to rephrase*** *and* ***quote parts of a text*** *like those proposed at the written exam, in section 4;*
- *and how* ***to translate nominal groups,*** *in section 5.*

Section 1
Vocabulary revision

1.1 Can you tell the difference?

Here is a list of words that you must have already met, if you are keen on IT.
Can you match them with their translations, using a dictionary as little as possible?

English	French	Answers
1. hardware	a. graticiel (logiciel gratuit)	1 –
2. software	b. matériel	2 –
3. shareware	c. logiciel	3 –
4. freeware	d. progiciel	4 –
5. software package	e. logiciel avec contribution	5 –

1.2 Verbs you may need

Here is a list of verbs you may find useful to understand and talk about software.
Can you put each one back in its sentence, and translate the sentence obtained ?
Be careful, there are more verbs than necessary.

to give away / to share / to download / to install / to unlock / to rent / to pay for / to deliver.

1. You are allowed to ..... a program from the Internet without paying any fees when it is a freeware.
2. Sometimes, although it is a freeware, people need a digital key to ..... the application they have been offered, which is another way to subscribe to a particular group.
3. Some software programs that can be found on the Net are not free ; you then have to buy them or ..... them for a certain period.
4. When buying a CD-ROM from a shop, you should always make sure that the instructions to ..... it are clear.
5. One of the advantages of the Internet is that generally, shareware utilities are ..... instantaneously by their editors.
6. Today, many Internet access providers ..... CD-ROMs to incite people to subscribe to their services.

Use the self-correction booklet if you need some help and to check your answers.

SOFTWARE IN YOUR CEREAL

Get ready to be swamped with free CD-ROMS. They'll be hiding inside cereal boxes and handed out as freebies at football games. Software game titles could soon show up in the most unlikely of places thanks to a new distribution system from Nortel Channelware, based in Ottawa, Canada, that uses the Web to activate game titles distributed on CD-ROM. " We're making software liquid ", says Laura Dierker, a vice president of the company.

Channelware's Electronic Software Activation system which it's now selling to software publishers, alters a program's executable file so the title won't run without a special key actually, a 20K patch of code. When a potential customer loads the CD-ROM in a computer, the software automatically connects to a Channelware server site, which presents the user options such as renting the software for a few hours, renting it for the weekend, or buying the software. Once the contract is complete, the Web site transmits an activation key that runs the program in seconds.

The technology for downloading a software key to unlock an application isn't new, but Channelware has taken the concept to a new level. The automatic connection to a Channelware server and the generation of one-time security key take place before the title can be used. The system is designed not only to prevent piracy by turning friendly disk sharing into new revenue opportunities, but also to let publishers build relationships with game players, offering them new levels, special offers, and memberships in " tribes ".

The security aspect of the technology also prevents multiple users from installing a single copy of an application. The server identifies eight unique details about the computer that's calling it, such as the first time the trash can was used. Every time Johnny plays a game, the software first verifies that the computer has a contract. " We're careful not to invade privacy ", says Dieker.

The invention is a product of parent company Nortel, which builds hardware and software for telephone switches. Engineers there originally came up with a security system for delivering software over the broadband networks. But the commercial potential of the technology is only now making its debut. " The system turns piracy into super-distribution ", says Dierker.

With Channelware getting a per-transaction fee of 10 percent, the payoff could be winning. Electronic Arts and Interplay are the first software developers to have signed on with Channelware. The company is also running pilots with large toy companies and is in talks with major magazine publishers and sports entertainment companies. CD-ROMs that use Electronic Software Activation should start showing up this holiday season.

Carol Levin

Section 2
Software in your cereal

1. Useful Vocabulary

To help you study this document the essential vocabulary will be either translated or explained.

to be swamped = to be drowned: *être noyé*

to hide: *se cacher*

a freebie = a free gift: *un petit cadeau*

to show up = to turn up: *apparaître*

to alter = to change

unlikely = improbable; (ici) *étrange*

actually : **Attention faux ami ! =** *en fait, en réalité*

(*actuellement* = today, these days)

to run = to manage; **ici** : *faire marcher*

a one-time key: *une clé à usage unique*

a switch: *un commutateur*

the payoff: *the profit*

a pilot (program) = a test

A specific vocabulary item: *to prevent*

When reading paragraphs 3 and 4, you will notice the repetition of the verb "to prevent". It means "to stop", to make something impossible. Study the construction of this verb:

"The system is designed to prevent piracy".

"Security prevents multiple users from installing copies".

Conclusion: to prevent + *nom = empêcher quelque chose.*

to prevent (somebody) from *Vb + ing = empêcher quelqu'un de faire quelque chose.*

2. Useful Grammar: the passive

We'll start with a little theory

1. Passive sentences are very useful when you want to emphasise the importance of somebody or something that is **not acting**, by placing it at the beginning of the sentence.
   ex : Everyday, we must back up *our latest files* before the end of a work session.
   To stress "our latest files", we will say :
   Everyday, *our latest files* **must be backed up** before the end of a work session.
2. In the passive voice, the verb expressing the action, (here : back up) is always in the past participle.
3. **"*be*"** is always used to express the passive and is the only part of the verbal group that changes, according to the tense you need.
   ex : They **have been** deleted : **have been**: present perfect of **to be**.
   The computer **was** upgraded : **was** : preterite of **to be**.
   It must **be** backed up : **be** : verb stem (base verbale) necessary after a modal.

3. Hands On!

3.1 Let's practice

Can you change the following sentences into the passive, without changing their meanings or their tenses ?

1. An expert is helping us. .....
2. Where will you work while they reorganise your office? .....
3. You can go out tonight, I will look after your children. .....
4. You must keep the safe door locked. (safe : coffre-fort) .....
5. Why haven't they paid us yet? .....

3.2 Transform into the passive

To go a little further, have a look at the following sentences in their context and transform them into passive sentences.

1. When a potential customer loads the CD-ROM in a computer, the software automatically connects to a server.

.....

2. The Web site transmits an activation key that runs the program in seconds.

.....

3. Channelware has taken the concept to a new level.

.....

4. The technology also prevents multiple users from installing a copy.

.....

5. The server identifies eight unique details about the computer that's calling it.

.....

*Now, let's **study the text in detail.***

Sometimes, comprehension may be made difficult by a few little words you don't know what or who they represent. Spotting such "black spots" makes understanding much easier.

3.3 What do the following words refer to?

1. §2 L2 (which it's now selling…) it : .....
2. §4 L5 (that's calling it) it : .....
3. §4 L6 (Johnny plays a game) Johnny : .....
4. §5 L1 (The invention is a product…) the invention : .....